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Brandeis University

Florence Heller
Graduate School



INTERIM CATALOGUE

JANUARY 1985

BRANDEIS UNIVERSITY
FLORENCE HELLER GRADUATE SCHOOL
FOR ADVANCED STUDIES
IN SOCIAL WELFARE

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Focus and Objectives of the School

Founded in 1959 as Brandeis' only professional graduate division, the Heller School represents an educational commitment to provide motivated and creative individuals with effective skills necessary to make a significant contribution to the nation's human services system. The School's integrated, multidisciplinary approach to social policy and management fosters a comprehensive and practical training for contemporary public leaders.

The Heller School offers both a Doctoral Degree in Social Policy Analysis and a Master's Degree in the Management of Human Services. The School seeks outstanding candidates from a variety of backgrounds but is most interested in professionals in the formative period of their career development who will receive long-term benefits from their education and who will contribute to the human services after their graduation. Students in both programs are selected for their record of academic excellence and professional achievement and for their commitment to careers in the public, private and voluntary sectors.

The faculty represents a range of social science disciplines and related professions, including well-known scholars and experienced practitioners in major human services areas: aging, health, employment and income maintenance, children's and family services, employee benefits, long-term care, mental health, alcoholism, and developmental disabilities. The balance between academic scholars and practicing managers has become one of the hallmarks of the School's educational programs. Their interdisciplinary approach combines theoretical and practical perspectives capable of capturing the complexities of social issues and organizations.

At Heller, students have opportunities to work closely with faculty and research staff in a personalized atmosphere of mutual respect. Small classes encourage broad participation and provide students a chance to take a reflective approach to social issues while they develop the rigorous analytical skills and practical knowledge necessary for effective leadership. Flexibility of thinking and the ability to generate new ideas and valid approaches to problems are the School's educational goals. At Heller, the theoretician and the practitioner work hand-in-hand.

At a national center for research and analysis in a number of social policy areas, Heller students benefit from close association with an expert research staff. Research faculty conduct more than 25 different projects in a wide range of areas, and participate in the School's educational programs, offering courses in their specialized areas. Students actively participate on many of the research projects and are kept current with the most recent developments and findings pertaining to many complex social issues. The Heller School provides students the resources of a large research institution with the sense of community of an intimate educational setting.

The Heller School's mission has not changed since its foundation. Then, as now, faculty and students address major social problems as they emerge. The public leaders of the 1980s, however, face an environment that has changed substantially over the past twenty years. New social policies must take into account the growing interrelation between public and private welfare systems and the necessity to create a mixed public and private social protection system that meets society's needs, and the ability to manage that system effectively. Part of the Heller School's vitality has been its ability to respond creatively to new challenges. Today, the Heller School has the capacity to train analysts and managers for the human services of tomorrow in the public, not-for-profit, voluntary and private sector. Brandeis University does not discriminate against any applicant on the basis of race, color, religion, sex, age, national origin, or the presence of any handicap. The University operates under an affirmative action plan and encourages minorities and women to apply. Inquiries concerning discrimination under Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 may be referred to the Affirmative Action Officer, Gryzmish 201, Brandeis University and/or to the Director of Civil Rights, U.S. Department of Education, Washington, D.C.

MASTER'S PROGRAM IN MANAGEMENT OF HUMAN SERVICES

The Heller School's management program provides training for men and women committed to the human services and capable of leading public, private and nonprofit organizations in the 1980s. Instituted in 1977, the management program reflects the Heller School's response to meet the growing national demand for professional human services managers. The program of study has been expressly developed to prepare students for the complex and rapidly changing role of the modern manager. The curriculum provides students with a firm basis of contemporary management techniques, an understanding of the administrative, legal and legislative contexts in which managers must work, and the familiarity with policy issues in specific human services areas.

Most students in the Master's Program bring some measure of relevant experience in Human Services to the classroom. Some bring specific planning, administrative, budgeting or other skills with the intention of refining or expanding them. Some bring direct care and clinical skills to apply to the management and policy education they will need to manage complex programs and organizations. Many of our students already have professional or graduate degrees in another discipline.

However, neither an advanced degree, nor management experience is a necessary prerequisite for admission to the Program. First and foremost, the Heller School is looking for motivated men and women who are committed to careers as managers in government, the not-for-profit sector, and in private human services, and who show the ability to fulfill the demanding requirements of the MMHS degree.

Heller students are a little older and more experienced than most graduate students, and they are recruited from all regions of the country

and from foreign countries. Classes are small, permitting significant contact with the faculty and research staff, but large enough to assure a stimulating environment. Students actively participate in the classes through the case-method of instruction which focuses studies on actual human services organizations and specific management issues.

Course of Study

A long history of educating mid and early career students has helped to shape the variety of program and scheduling alternatives found at the Heller School. Most students complete the required 12 courses and the Management Lab Project within a 12 month, 3 semester period beginning in June and ending the following May. A 15 month alternative is offered which allows the student to complete the degree requirements during a second summer in residence.

Master's students are strongly encouraged to combine the intensive training found in the core management curriculum with a specialization in one of the many Human Service Policy areas offered at Heller. To this end, students can choose to enroll in a program of certified specialization requiring a minimum of 15 courses in 15 months of study, which includes at least 5 courses in the chosen area of specialization. Heller offers such specializations in Health, Employee Benefits, Mental Health and Mental Retardation, and Human Resources. Specializations will soon be developed in Youth and Family Services, Aging and Criminal Justice. Specializations are subject to change, it is best to inquire by writing. Tuition for the 15 month specialization option is slightly higher than that for the 12 month program.

Recognizing that individuals face a variety of factors which determine their academic schedule, part-time study is also possible, in both the regular and specialization programs. It is expected that part-time students will complete degree requirements within three calendar years of enrollment.

The Heller Master's Program also offers a double degree program in conjunction with the Hornstein Program in Jewish Communal Studies.

Students who are attracted to one or several of the Master's level courses at Heller, but who do not yet wish to matriculate into the program, can be admitted as special students on an individual basis by the Associate Dean. Only 2 courses completed under "special student" status will be applicable to the MMHS degree. Tuition for part-time and special students is calculated on a per-course basis.

Curriculum

The Master's curriculum consists of the core management courses, specializations in a substantive human service area, and the Management Laboratory Project.

Core Management Courses

A minimum of 6 management courses is required including the following:

- 2.50 Financial Accounting
- 2.51 Managerial Accounting and Control
- 2.52 Strategic Management
- 3.50 The Economics of Human Services

Two other required courses should be selected from among:

- 2.54 Personnel Management and Labor Relations
- 2.55 Operations Management
- 2.80 Statistics and Program Evaluation

Specializations in the Master's Program

Human Resource Management

Students electing this specialization must take as core electives:

- o Management Information Systems
- o Personnel Management

Students must take the following specialization course:

- o Organizational Behavior

Students must choose at least two of the following courses:

- o Labor Markets
- o Labor Institutions
- o Employee Benefits

Students must choose at least one of the following courses:

- o Income Distribution and Security
- o Work, Individual, Social Development and Social Welfare
- o Family Employment and Sex Roles
- o Political Economy of Poverty and Racial Discrimination
- o Industrial Sociology (Sociology Department)
- o Group Process (Psychology Department)
- o Labor History (Economics Department)

Health Care Management

Students must take:

- o National Health Policy

Students must take at least three of the following courses:

- o Health Care Management
- o Child Health Policy
- o Health Economics
- o Long Term Care Policy
- o Economics of Mental Health
- o Mental Health Services Management
- o Sociology of Health and Illness

Other Management electives strongly recommended for this area are:

- o Management Information Systems
- o Finance
- o Personnel
- o Statistics for Managers

Mental Health and Mental Retardation

Students must take:

- o Mental Health Services Management OR
- o Introduction to Mental Retardation

Students must take three of the following courses:

- o Ethnicity and Mental Health
- o Comprehensive State Planning for Handicapped
- o Social Policy and Family
- o Economics of Mental Health

Other Management electives strongly recommended are:

- o Legal Aspects
- o Finance
- o Statistics for Managers
- o Management Information Systems

Employee Benefits

Students must take:

- o Personnel Management
- o Employee Benefits

Students must take at least three of the following courses:

- o National Health Policy
- o Economics of Aging
- o Income Distribution and Security
- o Labor Markets and Labor Institutions

In addition, the following courses are strongly recommended:

- o Organizational Behavior
- o Family Employment and Sex Roles
- o Political Economy of Poverty and Racial Discrimination
- o PEW Health Care course
- o Finance
- o Management Information Systems
- o Statistics for Managers
- o Legal Aspects

Management Laboratory Project

The labs also provide training in small group dynamics and decision-making.

Each student during the last 4 months of study, participates in a management laboratory project, 10 to 15 hours per week. These projects, carried out in teams of 3 to 4 members, enable students to apply skills learned throughout the program to actual managerial problems they address as management consultants for a local agency or organization.

Each lab team, under the supervision of a Heller faculty member, attempts to identify the management problem presented by the client agency, analyzes alternative solutions, and makes recommendations to solve the problem. Team findings and recommendations are presented both to the client and the School in a written report and an oral presentation. The management problems are selected by the School to provide realistic situations, which will help students develop the problem-solving skills required of a professional manager.

In addition to the regular courses and the lab project, students have the opportunity during semester intersession to participate in one-week workshops in selected management topics. Recent topics have included marketing, inter-governmental relations, administrative techniques, and resource development.

Job Placement

Graduates of the Master's Program in Management of Human Services seek employment as middle- or upper-level managers in public, voluntary, and proprietary organizations, usually in some area of the human services, with health, mental health, aging, and social services among the more frequent specialties. Three graduates of the program have won Presidential Management Internships. MMHS graduates may be found throughout the country and in a number of foreign countries. Salaries received by graduates range from approximately \$20,000 to \$30,000+.

Among the positions taken by recent graduates are:

- o Budget Analyst, Massachusetts Executive Office of Human Services
- o Senior Planning Analyst, Blue Shield
- o Business Manager, Cambridge Family and Children's Services
- o Marketing Executive, Multi-Group Health Plan
- o Regional Coordinator, Department of Drug Rehabilitation, Department of Public Health

- o Director of the Department of Aging
Services in Tampa, Florida
- o Executive Director, Home Care
Corporation of Springfield
- o Special Assistant to the Commissioner
for Human Resources Administration,
New York City
- o Executive Director, Massachusetts Health
Research Institute
- o Senior Marketing Specialist, Digital
Corporation

DOCTORAL PROGRAM IN SOCIAL POLICY

The Heller School's Doctoral Program in Social Policy and Planning has been at the nucleus of the School's educational and research activities since its inception in 1959. The program attracts a mature student body, most of whom have already earned an advanced degree and have compiled significant experience in human services careers. This combination of prior experiences and diversity of backgrounds creates a student body knowledgeable about contemporary social issues, committed to careers in social policy, planning and research, and active participants in the education process at Heller.

Doctoral students progress from a core curriculum consisting of fundamental analytical skills and theoretical approaches to the practical analysis of policy issues. Students similarly progress from general courses providing the foundations of policy analysis to more specialized fields of study in substantive health or welfare areas.

Core Curriculum of the Doctoral Program

The curriculum's core sequences provide research and analytical skills, as well as multiple disciplinary approaches to social policy analysis. Usually completed in three semesters, the core curriculum is comprised of the following components:

1
Three semesters of Research Methods and Statistics

introduce students to statistical methods and research design of special interest to social policy analysts and planners. Methods of statistical analysis are studied in the context of concrete policy issues. Research methods stress techniques commonly employed in applied research.

2
Social Contexts of Policy Issues

explores the evolution of social, economic, and political institutions, and of value systems and ideologies reflecting these institutions. It develops a holistic paradigm for policy studies and analyzes the evolution of the prevailing policy system of the United States and its consequences for human development and social welfare.

3
Political Perspectives on Social Policy

examines significant political factors that shape American social policies. Of particular concern are the development and structure of our political institutions; the distribution and uses of power in the political context; and the functioning of contemporary bureaucratic structures.

4
Economic Foundations for Social Policy Studies

presents microeconomic theories particularly appropriate to analyzing social policy issues. How the economy fits into the broader social context, and how economists have developed resource-allocation theories to analyze social policy problems are explored.

5

Sociological Perspectives

examines the relevance of social structure to social policy: social organization and population dynamics at the macro level; social stratification and power at the community level; and interpersonal dynamics at the micro level.

6

The Integrative Policy Analysis Seminar

is usually taken in the student's third semester. This course is designed to integrate and apply perspectives and analytical techniques from sociology, economics, political science and other related disciplines. The course stresses policy analysis in the specific substantive area of the student's interest.

Degree Requirements

Full-time doctoral students may complete the program in three years by fulfilling the following requirements:

Completion of a minimum of 14 semester courses for students entering with a master's degree in a relevant area, and 18 for students not having such a degree. Doctoral students may elect to take up to four courses of relevant graduate work at other institutions while they are working toward their degree.

Completion of the Integrative Policy Analysis Seminar.

Completion of the Core Course, The Social Context of Policy Issues.

Satisfactory completion of a written Qualifying Examination after the third semester, testing students' mastery of material included in the core curriculum. Students are not required to take the courses but will be held responsible for the content covered in the following core courses:

Sociological Perspectives

Political Perspectives on Social Policy Studies

Economic Foundations for Social Policy Studies

Doctoral dissertation

After a student has passed the Qualifying Examination formal steps may be initiated in selecting a Dissertation Committee and presenting a thesis proposal to the faculty.

Ph.D. Alumni

The Heller doctoral program has 650 alumni working in 37 states and 14 foreign countries. These graduates occupy significant positions in the nation's educational, health and welfare system. Nearly three-fifths hold positions in colleges and universities, four as college presidents, 30 have been deans or directors of schools of social work, and the rest as college teachers, administrators, or researchers in the public, voluntary, and private sectors at federal, state, and local levels.

Alumni include federal officials serving as directors, program specialists, project officers, and research analysts; state and county directors and coordinators; and a variety of positions in the private and voluntary sectors.

Some of the positions held by Heller PhDs include: Executive Director of the Vice President's Task Force on Youth Employment; Director, Division of Manpower and Training for the National Institute of Mental Health; Director of Research for the Assistant Secretary for Planning and Evaluation (HEW); Commissioner of Welfare for the Bahama Islands; Commissioner of Prisons, Jerusalem, Israel; Executive Assistant Commissioner to the Massachusetts Departments of Mental Health, Social Services and Public Health; Commissioner of Mental Health, Virginia; Executive Director, National Conference on Social Welfare.

Admission Procedure and Financial Information

Applicants to both the doctoral and master's programs are responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate, and for submitting scores of either the Graduate Record Examination GRE or GMAT for Master's Program, and GRE or GMAT for Ph.D. Program. All applicants receive equal and thorough consideration without regard to sex, age, race, creed, physical handicap or national origin.

Candidates for each program are selected on the basis of their demonstrated scholastic aptitude, the nature and extent of their professional experience, and the compatibility between their career goals and the School's educational programs. A successful candidate is one who best combines intellectual strengths, administrative and research potential and a demonstrated commitment to a career in the human services.

An application fee of \$25 which is not refundable, must accompany the application in the form of a check made payable to Brandeis University. Persons wishing to be considered for admission are urged to submit their application materials by February 1 for early consideration, and no later than April 1 of the academic year in which they wish to enroll.

Application forms for admission to both degree programs may be obtained from the Admissions Office, The Heller School, Room 220, Brandeis University, Waltham, Massachusetts 02254, (617) 647-2944.

Financial Information and University Regulations

Tuition and Fee Schedule

The following tuition and fees are in effect for the 1984-85 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees: Full-time Resident Tuition for the Doctoral Program, \$9350; Part-time Tuition, \$870/course; Full-time Resident Tuition for the 12 month Master's Program, \$10,400; Full-time Resident Tuition for the 15 month Master's Program, \$11,000; Full-time Resident Tuition for the Specialized Master's Program, \$12,000; Part-time Master's Tuition, \$870/course.

Application Fee, \$25

Payable by applicants to both the doctoral and master's program when the application is submitted. No application will be processed without this fee.

Tuition Deposit, \$200

All students admitted to either program are required to pay a tuition deposit of \$200 to reserve a place in the entering class. The matriculation deposit is not refundable but will be applied toward tuition.

Diploma Fee, \$10

Cap and Gown Fee, \$12

Payable by all candidates for the Master's degree.

Residency Requirements

Residency requirements are fulfilled when doctoral students entering the Heller School with an advanced degree complete at least 14 courses over 2 years, and those entering without prior graduate work complete 18 courses over 3 years. Master's students satisfy residency requirements when they complete 12 or 15 courses and the management laboratory project.

Students who fulfill their residence requirement but wish to use any academic service or University facility may file for post-residence status and pay an annual fee of \$725.

Students who have completed their residence and who do not wish to register during the period in which they are preparing for the completion of the degree may petition for continuation status, and pay an annual fee of \$20.

Final Doctoral Fee, \$250

This fee covers all costs for the year in which the Ph.D. degree will be conferred including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts;" copyright protection; issuance of a Library of Congress number and appropriate library cards; and binding of six copies of the dissertation..

The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges paid to the University. Note: All candidates for the Ph.D. degree must pay the \$250.00 final doctoral fee prior to the receipt of their degree.

Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following: Before the opening day of instruction: 100% of semester. On or before the second Friday following the opening day of instruction: 75% of semester tuition. On or before the fifth Friday following the opening day of instruction: 50% of tuition. After the fifth Friday following the opening day of instruction: no refund. All refunds are subject to review and final approval of the University controller and will be disbursed only upon written request.

Financial Policy

Tuition and fees are due when billed. A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. A Student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

University Records Policy

The Brandeis University records policy contains procedures and constraints governing the disclosure to third parties of personally identifying information gained from official records; procedures and rights governing student access to his/her educational records; the nature and location of various records maintained by the University and the title of the University official responsible for their maintenance, supervision, and interpretation; and procedures by which students may seek to remedy alleged inaccuracies in University records.

Dismissal from the University

The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable through disciplinary procedures

established in the Graduate School. Neither the University nor any of its disciplinary action, exclusion or dismissal.

Health Services

Prospective students are required to have personal health insurance. Students may elect to participate in the University's health insurance plan or may substitute membership in another plan. Coverage also is available for dependents of students. On campus, medical service and psychological counseling are available through Stoneman Infirmary and the Psychological Counseling Center upon payment of a fee. This fee does not cover services to students' dependents. Health insurance for 1984-85 is \$235 for individual coverage; \$425 for student and spouse; \$570 for the family plan.

Living Expenses

The following estimates of living expenses provide some reasonable expectation of the costs of living in the Boston area for the 1984-1985 based on a 10-month academic calendar and should be proportionately calculated to include summer months and a ten to twelve percent increase for 1985-1986.

A single person will need a minimum of \$9200 excluding tuition to cover the following living costs: health fees (\$235), books (\$600), rent(\$3700), food (\$2500), and transportation, recreation, and miscellaneous expenses (\$2,200). For students with a family, calculations should include an additional \$5500 for the spouse and \$2500 for each child.

Financial Aid

The School attempts to assist financially as many students as possible, although it expects that candidates for admission will explore a variety of outside funding sources such as private scholarships, foundation grants to individuals, state scholarships, G.I. Bill benefits and governmental loan programs.

The Heller School receives a number of federally sponsored grants which provide tuition fellowships and monthly stipends for eligible students. In addition, the Heller School has a limited number of fellowships which are awarded on the combined basis of need and merit. A number of research positions and teaching assistantships are available for qualified students.

The students wishing to apply for guaranteed student loans (GSL), or for the Higher Education Loan Program (HELP). These programs provide long-term, deferred loans available up to \$5,000 a year for full-time graduate students.

Candidates seeking financial assistance must submit the Graduate and Professional School Financial Aid Service (GAPSFAS) form, obtainable from GAPSFAS, Box 2614, Princeton, New Jersey 08541, at the time of application. Financial aid decisions are made on the combined basis of academic merit and financial need.

Research Centers

Fields of Specialization
and Research Activities

The Heller School's curriculum is designed to train students in policy, research and management and provide opportunities to specialize in an area of the human services. The Heller School currently offers organized curriculum sequences in the fields of aging, alcoholism, children's and family services, criminal justice, health, human resources, long-term care, mental health, and mental retardation.

Ph.D. training programs are organized in some of these specializations with funding provided by governmental and other outside sources. Students supported by training grants are expected to fulfill several requirements including a number of specified courses, writing a dissertation within the specialized area, and in some cases participation in a research project. Students who are not receiving a training grant are also encouraged to choose an area of specialization. In some cases research assistantships are available.

In six fields of Ph.D. specialization the Heller School has established nationally recognized research and policy centers. These are the Health Policy Center, a part of the University Health Policy Consortium organized in cooperation with Boston University and MIT; the Policy Center on Aging; The Center for Social Change Practice and Theory; the National Institute for Sentencing Alternatives focusing on various issues in criminal justice; the Center for Human Resources with its active agenda of policy research, program assistance, and management training in the areas of youth employment and education, income transfer policies, employee benefits, and human resources issues of American industry; and finally, there is a growing international emphasis with the new Center on Policy Studies in the Middle East.

In addition to the centers, active research is conducted in mental health, alcoholism, mental retardation, and children's and family services. These centers and research clusters integrate the School's teaching and research activities, encourage joint research efforts and serve as a focal point for faculty members and students interested in that particular area. Colloquia and conferences organized by the centers augment the teaching and research activities.

Aging and Long Term Care

Career training and research activities in the aging program emphasize public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; transportation and other services; the special problems of older women; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting the aged are developed; the intergovernmental, and the other organizational relations that are critical for the development and implementation of programs for the aging; and policy analysis and impact research on policies and programs that may affect the aging.

Two specialized courses:

The Politics and Policy Processes of Aging

The Economics of Aging

Three courses in either the Economics or Politics sequences:

Economics:

Planned Economics

Microeconomics

Macroeconomics

Health Economics

Issues in National Health Policy

Politics:

Introduction to Social Planning

Political Perspectives on Social Policy

Politics of Bureacracy

Policy Implementation

Politics of Social Policy Implementation

Professor Schulz, an economist and past president of the Gerontological Society of America, directs the program in the Economics and Politics of Aging. Career training is carried out in both the doctoral and master's programs, with stipends and tuition scholarships available through the Heller School.

Students in the aging program are encouraged to participate in the Policy Center on Aging. Under the direction of Professor Schulz, the Policy Center on Aging draws upon a variety of Heller School resources such as the Program in the Economics and Politics of Aging, and the Center for Health Policy Analysis and Research. It generates, synthesizes, and disseminates knowledge on policy alternatives affecting the economic security of the aging; analyzes the economic, legal, administrative and political consequences and feasibility of alternative policies; actively participates in the formulation and implementation of policy; and trains professionals for careers in this area of policy analysis. Other members of the Center staff include sociologist, Janet Giele; economist, William Crown; and social policy analysts, Thomas Leavitt and Phyllis Mutschler.

One of the center's current projects is a cooperative agreement with the Administration on Aging (AoA), U.S. Department of Health and Human Services, which began in 1980 after a nationwide process of competition and award. Through this agreement, the center has been designated the National Aging Policy Center on Income Maintenance. As such, it conducts policy studies and analyses, and provides technical assistance to AoA.

The range of policies within the Center's focus includes: private pensions and public pensions at all levels of government; targeting benefits through various programs, including the Supplementary Security Income and Food Stamp programs; costs and financing mechanisms for health care of the elderly; subsidy and emergency assistance programs; special transportation services and policies; and the economic and political impact of demographic shifts and population mobility.

Criminal Justice

The National Institute for Sentencing operates as a criminal justice public policy center. The Institute provides a range of services including executive education, policy analysis, research, and technical assistance to governors, legislators, courts, corrections and law enforcement officials throughout the nation. Currently maintaining a program network of more than 65 alternative sentencing projects in 20 states, the Institute offers students an opportunity to engage in policy analysis projects, management laboratories and research. Mark D. Corrigan, who directs the Institute, and who has served as a senior level corrections administrator at the state and local level, is actively involved in the design and implementation of state and local policy for improved management of prison and jail populations. The Deputy Director, Dale G. Parent, is currently completing a major project on the legislative reform of sentencing guidelines. Other faculty and research staff initiatives include a study of the career criminal and prosecutorial guidelines directed by Dr. Marcia R. Chaiken, and a review of states' responses to the problem of drunk driving coordinated by Dr. Norman R. Kurtz and Judge Albert L. Kramer.

While the Institute offers specialized learning opportunities for Heller students concentrating on careers in criminal justice, it focuses on directing resources toward projects and placements for social welfare students seeking to expand their understanding of the linkage between the justice system and the more traditional Heller areas of alcohol, youth and family services, the elderly, mental health, and employment.

Youth and Family Services

This program is designed to assist doctoral and master's degree students interested in policy analysis, planning, administration, and research affecting children and families. A limited number of students serve as research staff on faculty projects.

Among the faculty involved in this substantive area are Professor Gil, studying issues of child health and welfare; Professor Gurin, an expert in the organization of social services; Professor Giele, specializing in family policy and sex roles; Professor Krauss, an authority on developmental disabilities and physical and mental handicaps; Professor Weatherley, interested in educational issues, particularly in regard to children with special needs; and Professor Perlman, concerned with the family's role in the care of the disabled. Gunnar Dybwad, professor emeritus of human development, is the senior faculty member in the program and provides additional perspectives from his many years of service, teaching, legal work, and international activities.

A wide spectrum of research activities focuses on the problems faced by children and families in America today and on the policies and programs designed to ameliorate these programs.

In the family studies area, Professors Perlman and Giele have used the 1976 Survey of Income and Education to measure the family's role in the care of disabled members. Professor Giele is further interested in the widespread policy implications of the changing roles of women for care of children, the elderly, and other vulnerable family members. She has surveyed several thousand women college graduates to measure changes in typical life patterns across several generations. Faculty-student research projects include studies of the impact of family responsibilities on work performance, compliance of fathers with court orders for child support, and the wide variety of after-school child care arrangements.

Health Policy Center

Since its inception in 1977, the Heller School's Health Policy Center has developed into one of the most renowned and well respected research and training centers of its kind. It was originally established for the purpose of encouraging interdisciplinary and inter-institutional collaboration in conducting health services research, policy analysis, education and training. The emphasis on an interdisciplinary approach is reflected in the HPC staff which is comprised of individuals who are trained in economics, political science, sociology, business, health and public administration and other social science disciplines. In line with its collaborative approach in addressing health system problems, the Center often conducts its work in conjunction with other academic and health services research organizations as well as with service delivery organizations which serve as laboratories for demonstrating and testing new financing and delivery strategies.

While its first major client was the Health Care Financing Administration (HCFA), which in 1978 designated the Brandeis-based consortium as one of only two national research centers, HPC has since forged strong working relationships with state governments as well as with corporate payer's of health care and with the organizations which actually deliver services. As a result of this systemwide involvement, HPC's work encompasses a broad spectrum of issues ranging from concerns around alternative payment systems to ensuring accessibility to primary care to developing efficient financing and delivery systems for care of the chronically mentally ill.

The thread that runs through all of the center's work is the emphasis on the design, development, implementation and evaluation of innovative health care financing and delivery systems. Other projects which exemplify the center's emphasis on innovative financing include:

- . A study which addresses the issue of equitable payment for care in hospital outpatient departments, using a case mix approach which takes into account social problems as well as medical issues. The technique used is the ambulatory equivalent to DRGs.
- . An analysis of Medicaid reforms in Arizona, California and New York and the effects of the DRG methods of Medicare financing.
- . An investigation of the potential cost-savings of managed care primary care networks enrolling Medicaid recipients.
- . The development of incentive systems to increase the supply of human organs for transplantation.
- . The development of a new approach to the provision of acute care to an elderly population.
- . An analysis and development of options to create a rational and cost effective mental health system.
- . An analysis of how state and federal reimbursement policies aid or hinder the access to and quality of care delivered to the poor in teaching hospitals.

Research and Policy Analysis Program

In March 1984, the Health Policy Center was selected in a national competition to function as HCFA's major research and policy organization. The newly formed Health Policy Research Consortium (HPRC) draws together the Center staff, Boston University, the Center for Health Economics Research and the Urban Institute. The major thrust of the new consortium is to conduct research, policy and technical assistance for HCFA in the area of financing reforms (e.g., hospital and physician prospective payment issues around uncompensated care, characteristics and impacts of state alternative prospective payment systems, and long-term care policy).

Research and Demonstration

Two ongoing initiatives serve to demonstrate HPC's interest in complementing its research and policy work with development and demonstration activity. The first of these is the Social/Health Maintenance Organization (Social/HMO) Research and Demonstration Project, a prepaid managed system of health and long-term care services geared toward an elderly client population. The S/HMO is a consolidated approach to acute and long-term care for the elderly which is intended to reduce costs and improve appropriateness and quality of care.

The second research and development activity is in the area of continuing care retirement communities (CCRCs). CCRCs are non-profit, campus based institutions which employ shared-risk insurance principles to guarantee their residents lifelong personal security and care. With more than 300 such non-profit institutions now in place, the center is studying how to bring together in a non-campus setting in a single organizational structure, at a much lower cost, the necessary combination of health, housing, social and health services older people require to maintain their capacity for independent living.

Health Education and Training

The Center's presence at Brandeis has contributed to the development of several graduate level training programs in health policy. In 1982, the Center was selected by the Pew Memorial Trust to engage in a national competition with the nation's major universities and health policy research centers to develop an advanced training program in health policy. The joint proposal of Brandeis University and Boston University was awarded one of five grants, enabling the two universities to offer several innovative educational programs in health policy. One of these programs is an intensive 2-year program leading to a Ph.D. in health policy. Through the Health Policy Center, the Pew doctoral students work on policy issues of national importance and are encouraged to pursue research work on issues of mutual concern to the public and private payers.

In conjunction with Boston University, the Center also conducts two other programs -- the Pew Fellows Program and the Pew Associates Program. The Pew Fellows program is designed to identify and develop new leadership in national health policy from among those who are the principal payers of health care -- American industry and government. The Pew Associates program -- is administered by the Health Policy Center at Brandeis University in conjunction with Boston University. The goals of the program are to improve the capabilities of buyers to design and implement health care system reforms. The HPC works with key community leaders in three major cities to outline and implement new models for containing health care costs. Cleveland, Tampa and Denver have been selected as the sites for the program.

The Center and the Consortium are housed at the Heller School. Stanley S. Wallack is the Director of the Health Policy Center.

Center for Human Resources:
Income and Employment Studies

This program is designed to develop policy analysts, researchers, and managers in the fields of income maintenance, public manpower, and corporate human resources planning. Students specializing in these areas will pursue a progressively specialized course of study involving: the operation of labor markets and labor institutions; the design and development of employee benefit plans, the determinants of poverty and distribution of income; and the effectiveness of income maintenance and employment and training policies. Students receiving research support within the Center for Human Resources are encouraged to take courses in this study area. Students wishing to do dissertation in these areas are encouraged to complete a sequence of courses determined in collaboration with their advisor. Among courses in the Income Maintenance and Employment area are the following:

1

General Heller Courses

2.21 Family, Employment, and Sex Roles

3.20 Planned Economies

3.21 Microeconomics

3.22 Macroeconomics

2.70 Economics of the Public Sector

2

Specialized Courses:

2.54 Personnel Management

2.57 Design of Employee Benefits

3.51 Labor I: Theory and Empirical Analysis of Labor Markets

3.52 Labor II: Labor Market Institutions

3.44 Design of Income Maintenance Programs

5.33 Economic Inequality

5.34 Thesis Seminar in Employment and Income Maintenance

Faculty members and research staff in the program bring a variety of backgrounds and interests to the program. Professor Leonard Hausman is a labor economist primarily concerned with the problems of work and welfare; Professor Barry Friedman's principal areas are income maintenance programs, management of social service programs and employee benefits; Andrew Hahn is a labor market policy analyst specializing in youth employment, welfare, and research management; Robert Lerman is chiefly interested in welfare reform and financial

incentives to stimulate employment in the private sector. Gregory Saltzman is a labor relations specialist with primary interest in collective bargaining and labor law. Erik Butler specializes in youth employment and the relationship of policy research to program practices. Finally, Gerald Bush studies developments in corporate benefits.

The faculty are collectively engaged in an analysis of the social protection system, including private sector provision of employee benefits.

The Center for Human Resources consolidates the research and training activities of the school in the following four areas: work and welfare problems of low income families; implementation studies and impact evaluations of employment and income maintenance programs; management of income and employment programs; and research on the social protection system, including employee benefits and corporate training and education. Erik Butler is the director of the Center for Human Resources. The Center for Human Resources major activities include:

Clearinghouse on Youth Employment

Funded by an informal consortium of national foundations, including the Charles Stuart Mott, Ford, Rockefeller, and Edna McConnell Clark Foundations, the Center provides a variety of services to the foundations, their grantees, and to state and local managers of youth employment and education programs. This year, center staff will evaluate youth programs supported by two foundations in ten communities and will provide intensive management training to local teams of private industry, school, and employment and training professionals from another ten cities. Finally, through articles, speeches, seminars, publications, and a toll-free 800 line, the Center makes available its research material broadly to the field of youth employment professionals.

The Urban Network Project

Through funding from the Aetna Life and Casualty Foundation, the Center is focusing its youth employment efforts on promoting collaboration between industry and education in eight cities. The Center will combine its management training program with technical assistance, program evaluation, and research into a concentrated effort to support innovative work in these cities.

Food Stamps Evaluation Program

Since 1981, the Center has worked with Abt Associates of Cambridge to carry out an evaluation of the U.S. Department of Agriculture's work registration/job search demonstration project. The project tests several alternative methods of work registration and job search for food stamp recipients. The Congressionally-mandated evaluation carried out by Brandeis is intended to reveal which approaches are most effective at enhancing the future employment of food stamp recipients as well as to analyze the cost effectiveness of the national Food Stamp program.

Employee Benefits Program

Guided by a distinguished advisory committee of representatives from labor and industry, the Center has undertaken the development of an academic and an executive training program in the field of employee benefits. Beginning this year with a successful lecture series, the program intends in the future to introduce new components into the Heller School's academic programs and to offer intensive training to benefit professionals from corporations and from relevant governmental agencies. A new specialization in employee benefits is now offered in the Master's Program.

Corporate Training

Two recent projects are underway for corporate clients. One project for IBM involves an analysis of the services provided and the populations served in 30 inner city skills training centers. A second project for a large supermarket chain seeks remedies to excessive turnover among young, entry-level workers.

The Center for Human Resources serves as a laboratory for students and, with its integrated research and teaching focus, attracts distinguished visiting scholars, researchers and faculty members.

The Center for Social Change Practice and Theory

This Center was established in 1984, the 25th anniversary year of the Heller School. The work of this Center is based on the recognition that human ills are rooted in societal structures and dynamics, and in values which justify and maintain the prevailing social order. Accordingly, the Center's work is oriented toward transforming social, economic, and political institutions which result in injustice, exploitation, discrimination, conflict in human relations and ecological destruction, into alternative institutions conducive to human development for all. Such alternative institutions would be shaped by values of social equality, individual liberty and responsibility, comprehensive democracy in every domain of life, and harmony in human relations and in relations to nature.

The Center's research program focuses on alternative social and economic policies, alternative modes of practice in human services, and alternative social action strategies. A priority area for Center studies is the redefinition, reorganization, and redesign of work.

The Center offers courses, colloquia, and workshops at the School and in the community. It works with Ph.D. students on dissertation projects within its domain and also with other students interested in its orientation. It offers consultation to individuals and organizations among its target constituencies, and it plans to sponsor visiting scholars and activists in residence at the School. It is also developing a publications program in order to expand its influence, and it organizes conferences.

The Center is guided by a steering committee of faculty, students, and alumni and is directed by Professor David Gil and Dr. Phyllis Glick. Eva Gil, M.Ed., directs the publications program. The Center is funded by the Levinson Foundation and other funders.

Economics of Health and Mental Health

Training in the economics of health and mental health prepares students for research and policy careers in mental health. The program includes training in economics, social research, and mental health and health policy.

The National Institute of Mental Health funds a limited number of training grants for qualified students each year. Requirements for the grant are as follows:

Economics

Microeconomics

Health Economics

Public Sector Economics or alternative course

Health and Mental Health Policy

Seminar in Health Policy

Seminar in Mental Health Policy

Students take one or more of the following courses:

Social Aspects of Mental Illness

Community Mental Health

Mental Health Management

Research

All students are involved in research beginning in their second year. Research must be relevant to the economics of mental health. Research may be within a project conducted by the School or pursued outside the School. The project is developed in consultation with the directors of the program.

Faculty members involved with the program are Professor Arnold Gurin, an expert in the organization of human services; Professor Tom McGuire, a specialist in the economics of mental health; June Jackson Christmas, MD, a psychiatrist with extensive experience in the administration of large-scale public mental health programs; Professor Wyatt Jones, an expert in evaluation research, and Professor Emeritus John Spiegel, who has pioneered research on the cultural components of mental illness and mental health.

Students and faculty affiliated with the training program are doing research in the following areas:

Demand for Psychotherapy by the Aged investigates whether age or other factors associated with age (such as low income) explain why the aged use less psychotherapy.

Contracting for Mental Health Services with Private Agencies studies how the trend toward state contracting for services has affected aging behavior.

Determinants of Licensing Standards in Psychology investigates the determinants of the differences in stringency of licensing standards in psychology among the states.

Estimating the Costs of Mandates for Psychotherapy develops a methodology for projecting the costs of mandates for psychotherapy in health insurance and applies this methodology to a law proposed for Massachusetts.

Vendorship Laws and the Practice of Social Work uses a survey of social workers in Massachusetts to study the impact of vendorship on social workers' clinical practice.

Financing Care for the Chronically Mentally Ill analyzes alternative financing and arrangements for paying for care for the chronically mentally ill.

Mental Retardation and Developmental Disabilities

This program trains individuals as researchers, planners and administrators in the fields of mental retardation and other developmental disabilities.

The training program offers a number of advanced courses in mental retardation and other developmental disabilities; specialized research training through participation in current research projects; faculty tutorials on particular individual interests; independent study using the program's unusually thorough and extensive resource files; and many other community, state, interuniversity and international resources with which the program and the Heller School have collaborative arrangements. The program is also affiliated with the Eunice Kennedy Shriver Institute for Research on Mental Retardation.

Under a grant from the National Institute of Child Health and Human Development, student stipends and tuition scholarships are available for a limited number of qualified individuals through the Heller School.

Support for faculty and student research, seminar series, and conferences is provided by the Starr Program in Mental Retardation, which was initiated in 1983. The program also houses the Dybwad library which contains over 500 books, topical resource files, and government reports covering 50 years of mental retardation research, policy, and applied issues.

Courses available from the program include introductory and advanced seminars in mental retardation, social policy and research, Comprehensive State Planning, and an applied research tutorial.

Faculty research interests include the use of the courts for social change, the role of the parent and self-advocacy movements, the impact of early intervention services on families and children, the service needs of aging mentally retarded persons, and the prevalence and service patterns of handicapped children receiving public social services.

Faculty and research staff associated with the mental retardation program include: Gunnar Dybwad, Rosemary Dybwad, Janet Giele, Kenneth Jones, Marty Krauss, and Norman Kurtz.

THE UNIVERSITY AND
THE HELLER SCHOOL

Brandeis University was founded in 1948, and is regarded as one of the finest small private research universities in the United States.

Brandeis is located in Waltham about 10 miles west of Boston. Commuter rail and subway connections not far from campus provide access to Boston and Cambridge. The Boston-Cambridge area, known for its rich culture and ethnic diversity, historical landmarks, and concentration of fine colleges and universities, is one of the country's most attractive cultural and social areas. The Brandeis community itself affords the students a broad diversity of cultural and professional events: the University attracts noted speakers and artists; there are weekly classical music concerts, and the Spingold Theater Arts Center stages a varied program of dramatic entertainment. The Rose Art Museum offers a full range of paintings and sculpture by prominent foreign and American artists, and facilities are available for student artists.

The Brandeis campus consists of 250 acres with more than a hundred buildings. The Heller School is housed in its own educational and research center and is adjacent to Goldfarb and Farber Libraries. The school consists of two modern buildings which contain classrooms, faculty and student offices, research facilities, on-line computer terminals, and the Heller Lounge, used for a diversity of meetings, lectures, and social occasions.

Colloquia and Lecture Series

Throughout the academic year numerous guest speakers visit the Heller School, providing a range of perspectives on issues of interest to the Heller community. Weekly colloquia are informal talks, panel discussions and symposia at which students are able to question the research findings or policy approaches of the speaker. Among the speakers who have appeared at colloquia are: Robert Cohen, associate commissioner of mental health, New York; Debby Davis Friedman, sociologist, Yale University; Helen O'Bannon, secretary, Pennsylvania Department of Welfare; Honorable Richardson Preyer, former U.S. congressman and now visiting professor at the University of North Carolina; Dr. Yitzhak Brick, associate director of the Ministry of Labor and Social Affairs in Israel; Commissioner Mark Mills of the Massachusetts Department of Mental Health; and Jerry Solomon, producer of the Today show for NBC.

The School also offers a full schedule of research presentations at which faculty members and senior research associates acquaint the Heller community with their current activities.

Student Involvement

Students are involved in a variety of the School's activities. Students elect a Steering Committee annually, which organizes monthly meetings and represents student interests to the administration and faculty. In addition students elect representatives to a variety of School committees including the Associate Dean's Advisory Committee, Curriculum Committee, Admissions Committee, and Grievance Committee.

Student evaluations of each course are compiled and analyzed to help in assessing the effectiveness of faculty, reading lists, and course offerings.

Meetings, classes, and study do not account for all student involvement at Heller--as participants in the summer softball games, and the annual picnic can attest. Wine and cheese receptions in the Heller Lounge mark the start of the new semester, the completion of exams, and other occasions.

Housing

Most Heller School students live in apartments in Waltham, Cambridge, and the Greater Boston area. Graduate housing is available through the Office of Residence Life and University Housing. The University also maintains up-to-date listings for persons interested in renting apartments, subletting houses, and sharing their apartments with roommates.

Day Care

The Lemberg Children's Center is a nonprofit cooperatively-run day care under the auspices of the University for children 2-6 years of age. The Center is open Monday to Friday, 8 a.m. to 5:45 p.m., twelve months a year. Tuition is on a sliding scale from \$285 to \$380 per month, with a limited number of less expensive public, tuition-assisted spots available. Preference is given to children of members of the Brandeis community.

Athletic Facilities

The facilities of Shapiro Athletic Center are available for use by graduate students when scheduled athletic events are not in progress. Gymnasium facilities, indoor swimming pool, outdoor track and outdoor tennis courts are some of the activities available. Lockers may be rented in either the gym or pool area.

Student Center

The Usdan Student Center, located a short walk from the Heller School, houses several cafeterias where meals and snacks may be purchased on an individual basis or through meal plan contracts. Kosher meals are available at Sherman Dining Hall, which is also the location of the Stein where pizzas, hamburgers, beer and wine may be purchased.

Other facilities at the student center include a bookstore, where all required course material is available, a post office, and a game room.

Feldberg Computer Center

The Feldberg Computer Center, located on campus, is available to students on a daily basis and at other times through special arrangements. Mini-courses are held at the center on the use of the terminals with more detailed instruction given through the Heller School and the computer science program. Staff systems analysts are available for assistance during the day and student assistants during the night. Terminals located at the Heller School allow Heller students direct access to the campus computer center. In addition, new Heller School computer lab is equipped with Digital Professional 350 computers. A new University VAX system has also been added.

Libraries

The Brandeis Goldfarb Library and the new Farber complex, situated within easy walking distance of the Heller School, house approximately 775,000 volumes, microfilm holdings, periodicals, and newspapers. In addition, Heller faculty and staff members have compiled extensive collections in several substantive areas. Specialized collections in gerontology, long-term care, and health policy are housed at the School. The library collection in mental health and retardation is among the largest in the country. The Heller School reading room contains nearly 300 doctoral dissertations, numerous scholarly journals, and a collection of selected United States and Massachusetts state documents.

Health Services

Health services are available for all Heller students at the University Health Center at Stoneman Infirmary and the Psychological Counseling Center upon payment of an annual fee. Students must also have personal health insurance. A plan is offered through the Health Center for those not choosing some other plan.

Job Placement

Placements of students from both the doctoral and master's programs are marked by their diversity of settings and their opportunity for actively contributing to developing health and welfare policies. Despite recent cutbacks in the human services, Heller graduates have continued to have success in obtaining good jobs after completion of the program.

The Heller School receives announcements from all over the country with openings for faculty, research personnel, human services managers, and policy analysts.

A career resource consultant coordinates information about available positions, and listings are posted regularly with the latest openings. Students also receive guidance in making appropriate career decisions and in selection of relevant courses. Each student is assigned a faculty adviser in the appropriate area of interest at the beginning of the program.

Career workshops, featuring training in resume writing, interview skills, targeting of career goals, and marketing of individual strengths are held annually to aid students in their job search. A job file with resumes, recommendations, and other material is kept for each student. Contact with potential employers is maintained through a series of recruitment visits to the School, through luncheons with colloquium speakers, and through correspondence the School maintains with various agencies, governmental departments and universities. For master's students, the management laboratory project provides an important source of professional contacts and in some cases, direct job offers.

The School's faculty and alumni provide another important source of information about the job market and referrals. Heller alumni besides acting as a source of job contacts, have often recruited applicants to the two degree programs and have been active financial supporters of special programs set up to assist any graduate students in need while they attend the Heller School and to assist younger faculty members in their search for research support.

Academic Regulations

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Course Requirements

Residency requirements are fulfilled when doctoral students entering with an advanced degree complete at least 14 courses, and those entering without prior graduate work need 18 courses to satisfy this requirement.

Master's students satisfy residency requirements when they complete 12 courses and the management laboratory.

Full-time study is defined to mean that a student averages 4 courses per semester; half-time status requires 2 courses per semester.

Part-time students in the master's program have up to three years to complete all requirements for graduation. For Ph.D. students, the limit is 7 years. Students failing to finish in the specified period of time must petition (through their advisors or dissertation chairperson) to the faculty to gain an extension of candidacy.

Registration

Every resident student must file a Registration Card and Program Card, within the first two weeks of each semester. This requirement pertains to every Heller student, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or using any academic service or University facility.

If registration is not completed within the first two weeks, a charge of \$25 will be added to tuition.

Program of Study

Before registering, students plan a program of study in consultation with their advisor. All courses must be listed on the Program Card. Audited courses must also be noted as "audit." Program Cards must be signed by advisor. A change of program, i.e., add or drop a course or change from audit to credit (or vice versa), can be made until mid-term. In the case of six-week courses offered during the summer, students must make the decision to drop or add the course by the second week of instruction. In order to do so, the advisor must initial the change on the Program Card.

Grades

Instructors evaluate students' performances in courses on the basis of the following rating scale:

1
Satisfactory indicates that a student has successfully completed all the requirements of the course and has earned course credit toward the degree.

2
Marginal indicates that a student encountered difficulty with the course materials. Marginal grades do not appear as such on the permanent record, and courses are counted toward the degree requirement.

3
Unsatisfactory means that the course does not count in meeting the student's requirements. If an unsatisfactory rating is received in a required course, then that course must be retaken. Should the new rating be satisfactory, it will replace the former unsatisfactory rating.

A doctoral student who receives 2 unsatisfactory ratings or 4 marginals (or 1 unsatisfactory and 2 marginals) will be referred to the Associate Dean and may be asked to withdraw from the program. Any master's student with 2 (or more) marginals, or 1 marginal and 1 unsatisfactory will be referred to the program director. Two unsatisfactories or 3 marginals constitute grounds for dismissal for academic reasons.

Incompletes

Ph.D. Incomplete courses must be finished within one year of the original grading. Unless the instructor informs the registrar in writing to extend the time period, incompletes automatically convert to unsatisfactory ratings after one year.

Master Incomplete courses must be finished by midterm of following semester.

Audits

Students may audit classes with the permission of the instructor. An audit will be entered on the permanent record only if the instructor indicates that the student has attended classes on a regular basis. In unusual cases an instructor may recommend that a student auditing a class who has satisfactorily completed all of the required work, receive credit for the course.

Tutorials

A student's advisor may request in writing to the director of the program that course credit be given for a tutorial. Such a recommendation should be made prior to the tutorial and should include an outline of the work to be covered as well as the circumstances justifying substituting a tutorial for a course.

Consortium

Brandeis is part of a consortium with Boston College, Boston University and Tufts University, which allows Heller students to cross-register without paying any additional tuition. Students wishing to cross-register must first complete four Heller School courses. Master's students must obtain permission from Andrew Hahn, director of the Master's program and doctoral students must obtain permission from Norman Kurtz, associate dean. Full-time doctoral students may cross-register for up to four courses; part-time doctoral students and master's students for up to two courses.

Heller students are admitted to classes at the other schools on a space-available basis. It is therefore necessary to secure permission to enroll from either the instructor of the school offering the course.

Special Student Status

Any individual not formally admitted to the Heller School wishing to take a course must apply to the dean for special student status. In order to receive special student designation the following criteria must be met:

- 1
the candidate's request must be reviewed by the administrative staff and approved by the dean;
- 2
special students must receive the consent of the instructor of any course they wish to attend;
- 3
special students must pay the same tuition rate as that charged by the Ph.D. and master's programs.

Courses of Instruction

Management

2.50

Financial Accounting in Nonprofit Organization

The objective of the course is to introduce the terminology, underlying concepts, preparation concepts, preparation, and interpretation of financial reports of not-for-profit organizations; to understand what balance sheets, income statements, and funds flow statements tell managers and other interested parties, as well as what financial statements do not tell interested readers. The overriding purpose of the course is to become an intelligent user of financial statement information. Mr. Simons

2.51

Managerial Accounting and Cost Control

Prepares students to exercise internal management control over an organization. It examines financial and programmatic types of controls; the unique problems that face managers of nonprofit organizations; the use of accounting systems to establish control over an organization. Ms. Kane

2.52

Strategic Management

Examines a variety of problems involved in the management of public agencies; various organizational and environmental factors that affect management; management techniques and administrative devices to assist in managing large organizations; and the role of political pressures. Much of the course is devoted to a study of actual cases. Mr. Bush

2.53

Organizational Behavior

Examines leadership styles and the effects of organization structure, policy, vision and culture on the behavior of stakeholders, employees, consumers stockholders, legislative bodies and the like. Cases and exercise are used extensively. Mr. Bush

2.54

Personnel Management and Labor Relations

An overview of the problems and opportunities in managing people. Topics include selection of employees, motivation, performance appraisal, and labor relations. Part of the course is devoted to discussion of cases. Mr. Saltzman

2.55

Management Information Systems

The goal of this course is to help students deal intelligently with the choices involved in using computers. The main focus will be on management tools and the use of computers to improve the performance of organizations. Students will become familiar with basic MIS concepts, with the systems development process, and with a range of important applications and issues. Mr. Mechling

2.58

Production and Operations Management

This course develops an understanding and appreciation for the activity of operations management, with particular emphasis on organizations which deliver health and human services. In particular, the course seeks to achieve the following: identification and understanding of typical problems and issues facing the operations manager in the human services; a working familiarity with relevant analytic concepts and techniques; and development of experience in the structuring of operational problems and in the formulation of action plans for their solution. Mr. Rosenthal

2.61

Legal Aspects of Human Services Administration

This course aims to help human services administrators understand the legal context of their work, and relate to legal issues and to legal advice. Students read statutes, cases, and regulations, focusing on a range of legal institutions and legal procedures. Special emphasis on the substantive law of children (child care, foster care), mental health, and income transfers. Mr. Liebman

4.50

Statistics for Managers

An examination of social interventions, the role and function of evaluation studies, evaluation design, special problems in assessing programs, and the potentialities and limits of evaluation studies. Mr. Kurtz

2.82

Program Evaluation for Human Services Managers

This course provides theoretical and practical instruction in the design and conduct of program evaluations in the human services field. The focus is on techniques suitable for program managers who guide evaluations of program impacts. Through student projects, case studies and published reports, the course examines overall research design; the choice of appropriate instruments; collection and analysis of data; report writing; and utilization of findings. Mr. Hahn

Additional courses in this area include: 3.50 Economics of Human Services; 5.18 Management of Health Care Organizations; 5.61 Issues in Criminal Justice: Policy and Management; 5.70 Mental Health Services Management.

2.99

Management Laboratory Project

The management laboratory project, which is required for completion of the master's program, is designed for a group of 3-4 students, under faculty supervision, to function as a consulting team for a human services agency in the Greater Boston Area. The team studies a management problem presented by the host agency, in order to analyze the relevant management issues and make recommendations for improvement of the situation. Findings and recommendations are presented to the agency and to the Heller School in a written report and an oral presentation. The management laboratory project gives students the opportunity to apply concepts and skills acquired in other classes in an actual management situation. The project is not designed as a practicum, whose main purpose is to acquaint the student with the workings of the agency. The project normally entails approximately 10-15 hours of work per week over a 4-month period. Mr. Linkow

Social Policy and Social Welfare

3:00

The Social Context of Policy Issues

This seminar explores the emergence and development of social, economic, and political institutions, and of value systems and ideologies reflecting and sustaining these institutions - the ever-changing context of policy formation in human societies. The orientation of the seminar is dialectic and trans-disciplinary. It draws on anthropology, psychology, ecology, economics, politics, sociology, history, philosophy, and social policy theory. The seminar is designed to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social issues, rather than adopt uncritically the values, assumptions, and positions of teachers, authorities, and established institutions. Mr. Gil

3.08

Social Theory and Social Policy

This seminar studies the evolution and dynamics of human societies from a dialectic perspective. It develops a theoretical base for radical analysis of social issues and for political practice aimed at social changes conducive to human survival, development, and liberation. The seminar examines assumptions concerning human nature, human needs, and universal aspects of the human condition in diverse environments. It identifies and examines key variables of social orders and social change, and interprets human societies and their evolution as results of efforts to satisfy biological, psychological and social needs and perceived interests through cooperation and/or conflict among individuals and groups.

These explorations yield a conceptual model and framework for the analysis of social policies and social orders and for the development of alternative policies and orders. These conceptual tools are then used in an analysis of the prevailing societal context of the United States. Mr. Gil

3.16

Violence in Everyday Life: Sources and Dynamics

This seminar explores the meaning, sources, and dynamics of social-structural and inter-personal violence. The orientation of the seminar is historical, cross-cultural, and dialectic. It traces social, economic, political, and cultural dimensions of violence, as well as different manifestations of violence and counter-violence in everyday life, with special emphasis on the relations between the organization of work in society and levels of violence. It also explores approaches to reducing and eventually eliminating violence in human relations. Mr. Gil

3.19

Work, Individual and Social Development, and Social Welfare

This seminar explores in depth a major social variable, work, its changing modes of organization throughout history and across cultures, and consequences of these changes for individual and social development, for social welfare, and for the institutionalization of social services. The seminar should facilitate insights into work as a universal, fundamental, existential process, whose structures and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival, development and welfare; and as they gained knowledge of nature and enhanced their technological capacities and skills. The seminar also aims to clarify the interdependence and interactions between various modes of work organization, and individual and social development, the quality of life or levels of welfare of social groups and classes, and the institutionalization of social welfare provisions and services. Mr. Gil

3.20

Sociological Perspectives on Social Policies

This core course reviews three levels of social structure that are relevant to social welfare and social policies: population dynamics at the macro level; social stratification at the community level; and inter-personal dynamics at the micro level. The course also contrasts several principal competing theoretical and ideological perspectives on modern society. Students learn to use sociological concepts to evaluate social policies and construct better alternatives. Janet Zollinger Giele

Other relevant courses in this area include: 2.61 Law and Policy; 5.13 Issues in National Health Policy; 5.17 The Problems and Issues in the Sociology of Health and Illness; 5.60 Deviance and Social Control Through the Courts; 5.61 Issues in Criminal Justice; 5.71 Social Aspects of Mental Health and Illness; 5.76 Policy Analysis and Alcohol Use.

3.24

Studies in Theory of Political Action

This seminar explores political theories and practice aimed at transforming societal structures and dynamics which obstruct individual and

social development into societal contexts conducive to human survival and to the unfolding of innate human potential. The orientation of the seminar is trans-disciplinary and dialectic. Its general working hypothesis is that structures, dynamics, values and ideologies of social orders are shaped by human needs, interests, perceptions, interactions and choices; hence, they are variables which humans in any generation can adjust through collective efforts, to fit new insights and goals, rather than constraints beyond the reach of human reason, critical consciousness, and political action. The following related topics will be explored: a) inherent human needs and structural obstacles to their fulfillment and to the unfolding of human potential; b) requirements of social orders conducive to individual and social development; c) political strategies aimed at transforming prevailing social orders into alternative ones conducive to individual and social development; d) integration of political practice into occupational, social and personal spheres of everyday life.

Mr. Gil

3.29

Political Perspectives on Social Policy

This course is designed to provide perspectives on institutional and other political factors which condition and shape public social policies in the U.S. Main topics are: the development and structure of American political institutions; the distribution and uses of power in a political context; the contemporary workings of governmental structures; and theoretical perspectives on social policy.

Economics

3.30

The Politics of Social Policy Implementation

In this course students will become familiar with theoretical and empirical material addressed to (a) the role of bureaucracies in the design and implementation of social policy, and (b) organizational and structural factors bearing on social policy implementation. A significant number of implementation cases are examined toward discerning patterns associated with implementation success and failure.

3.50

Economics of the Human Services

The course investigates the limits of the private, public, and voluntary sectors in the economy in general and in the social protection system in particular. Federalism is the next topic, where the objective is to sort out the functions of the several levels of government in financing, regulating, and delivering human services. The tax system is considered in terms of the size of the tax burden. A broad look at the income transfer system concludes the course.

Mr. Hausman

3.51

Alternative Economies

This course analyzes the interrelationships between a nation's economic development, the structure of the political economy, and the social welfare of its people: a) contrasts between market and communist systems in the use of politico-economics mechanisms, b) potentials for new combinations of "planning" techniques and institutional arrangements, c) the extent of, inevitability, and welfare implications of income and wealth inequality in various countries, including developing nations. Prerequisite: 3.52 or permission of the instructor. Mr. Schulz

3.52

Microeconomics

This course provides an introduction to the uses of economics in analyzing social welfare problems. The course begins with an overview of how the economy fits into the broader social context. It then focuses on ways economists have developed to think about resource allocation problems and attempts to show that these concepts provide useful tools for analyzing social welfare problems. While the tools come primarily from microeconomics, the emphasis of the course will be on the analysis of social welfare policy. Mr. Friedman

3.53

Macroeconomics

This course examines economic behavior on an aggregate basis, looking at consumer, business, and government spending as well as financial and labor markets to see how they interact. A major focus of the course is the joint problem of unemployment and inflation. The course will look at alternative theories about causes and remedies for these problems as well as their implications for the social welfare field. Mr. Friedman

3.54

Applied Econometrics

This is an applications-oriented course in econometrics covering multiple regression, simultaneous equations estimation methods, probit analysis, and logit analysis. The course is designed to teach students how to select appropriate statistical techniques for particular applications, how to access the relevant statistical packages on Brandeis' Feldberg Computer Center system, and how to interpret the results obtained. Mr. Crown, Mr. Friedman

Other economics courses: 3.54 Applied Econometrics; 5.19 Health Economics; 5.23 Economics of Aging; 5.33 Economic Inequality; 5.31 Labor Markets; 5.32 Labor Institutions; 5.36 Design of Income Maintenance Programs; 5.37 Employee Benefits and Social Insurance; 5.72 Economics and Mental Health.

Course Descriptions in Specialized Areas

Health

Aging and Long-term Care

5.13

Issues in National Health Policy

An overview of the U.S. health delivery and financing system is followed by an analysis of the major issues and trends in the health field. The course examines the role of private and public financing programs with particular attention on developing a rationale for understanding the relationship between the Federal government, state governments and private health-care providers; the reasons behind rising health care costs, efforts at cost containment with special emphasis on an analysis of the controls used in the Medicare and Medicaid programs; national health insurance; governmental efforts at planning and regulation with particular attention on comparing the efficiency and effectiveness of introducing more competition in the health field versus strengthening a regulatory system.

Mr. Altman

Mr. Wallack

5.14

Seminar in Health Planning and Regulation

This seminar investigates public and private decisions--legislative, regulatory, and medical--which influence both the type of health care delivered in this country, and who receives it. Specific decisions analyzed include Swine Flu inoculation, distribution of physicians and hospitals by location and specialty, and the costs and effects of several new medical techniques. The impacts of such regulatory methods as hospital rate setting and certificate of need review are weighed. The successes and failures of national and regional health planning are evaluated. Methods of building a universally accessible and affordable health care system are discussed. Each year, the course considers several specific topics of current interest.

Prerequisite: S.W. 5.13, Issues in National Health Policy, or equivalent knowledge.

5.16

Health Policy Research Seminar

The Health Policy Research Seminar is built upon discussions of the current research activities of students, Brandeis faculty and outside experts. The issues covered vary broadly, both in terms of issue content and academic discipline. The areas covered include the reimbursement and regulation of hospital and nursing homes, the trends in the organization of medicine, and the performance of health planning agencies.

Mr. Wallack

5.17

Problems and Issues in the Sociology of Health and Illness

The aim of this course is to offer a socio-cultural-historical-political perspective on the study of problems of health and illness. This will be accomplished by examining some of the basic assumptions underlying the way we conceive of and study issues in health care.

Mr. Zola

5.18

Management of Health Care Organizations

The course will focus upon the special contingencies which come into play in managing a health care institution. Particular emphasis will be placed upon the complex issues involved in hospital administration. Course requirements will consist of readings, active class participation in case discussion and analysis, field research for a paper, and a final take-home paper that analyzes a particular problem of decision-making and management.

5.19

Health Economics

Provides an examination of the economic aspects of the production, distribution, and organization of health services. The course is devoted to applying the framework of economic analysis to the health service sector. Special attention is given to supply and demand of medical care facilities and markets for manpower.

Prerequisite: 3.52 or permission of the instructor.

Mr. Berry

Other Health Courses include:

5.24 Long-term Care Policies and Planning

5.46 Child Health Policy

5.22

The Politics and Policy Processes of Aging

Examines three major issues: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the political processes through which selected public policies directed toward aging persons are evolved and implemented.

5.23

Economics of Aging

Focuses on major decisions and constraints affecting economic welfare in later life. The economic status of the aged is examined in a general framework

of income distribution concepts and policies. The interaction of demographic and economic variables and the interrelated settings of work and retirement are analyzed. Major attention is given to the role of pensions (including cross-national comparisons), measures of adequacy, and financing mechanisms.

Mr. Crown
Mr. Schulz

5.24

Long-term Care Policies and Planning

Federal, state, and local efforts to improve the provision of long-term care in the United States seem in disarray. The course will aim first to understand the reasons for disarray, and then to explore means of improving programs for the disabled, particularly the elderly. Public programs and generic problems affecting other groups (the mentally retarded, chronically mentally ill, and children disabled at birth, the working aged disabled, alcoholics, and drug abusers) will be considered briefly. Long-term care policies' political and social foundations will be explored. Plans' and programs' objective circumstances and value bases will be examined. The interaction between policy and planning program considerations will be discussed. The course begins with a global examination of public policy; continues with a closer look at specific questions of knowledge, organization, power, and ethics; and then concludes by returning to policy and how to improve it.

Human Resources

Youth and Family Services

5.31

Labor Markets

This course aims at providing students with an understanding of what determines earnings, employment, and unemployment. After treating traditional and modern theories of the labor market, the course covers the effects of unions, unemployment and wage inflation, earnings differences by sex and race, the nature of the labor migration process, and the youth labor market.

Mr. Lerman
Mr. Saltzman

5.32

Labor Institutions

This course is aimed at providing both the manager and the public policy analyst with an introduction to several institutional aspects of the labor market. The major topics addressed include unions and collective bargaining, legal regulation of union-management relations and equal employment opportunity, and employment and training programs. The course may be taken separately or in conjunction with such related courses as S.W. 254 (Personnel Management) or S.W. 325 (Labor Economics).

Mr. Butler
Mr. Saltzman

5.33

On Economic Inequality

After dealing with the ethical arguments concerning income inequality, the course exposes students to the methodology for assessing economic inequality and to the state of knowledge about the causes of inequality. Major topics include the distribution of labor income, the distribution of wealth, racial and sex differences in income, intergenerational mobility, the government's role in affecting poverty and inequality, and aspects of the world distribution of income.

Mr. Lerman

5.36

Design of Income Maintenance Programs

This course considers programs, both privately and publicly financed, and in both the U.S. and other countries.

What are the risks to income loss against which households might be protected by private, public, and voluntarily financed income transfers? Considered first are income transfer programs designed to address chronic poverty. The principal elements of various income subsidies are described and analyzed. Commodity subsidies for the poor and for those with exceptionally large "special needs" are studied. The design of private and public insurance programs for the unemployed, disabled, and aged are investigated. Side effects common to all programs, including effects on work and household structure, are stressed.

Mr. Hausman

5.37

Employee Benefits and Social Insurance

This course examines the economic and institutional characteristics of selected employee benefit and social insurance programs, including employer-provided health insurance and pension plans, social security, and unemployment benefits.

Mr. Saltzman

Other courses in this area include:

- 5.45 Family, Employment and Sex Roles
- 2.54 Personnel Management
- 3.50 Economics of the Public Sector

5.44

Issues in Children and Family Services

This course examines the status of children in the United States today. Particular attention is paid to children experiencing a variety of problems such as poverty, abuse or neglect, physical or emotional handicaps, or deviant behavior, and to the role of families and of public and private institutions in trying to lessen these problems. The traditional child welfare services are reviewed along with child-focused programs in other sectors such as health, education, and justice. Analysis of children's services in other countries provides perspectives on American service models and on policy formulation and program implementation in Massachusetts and at the federal level.

5.45

Family, Employment, and Sex Roles

This course examines changing sex roles in connection with the problems of integrating work and family life. Recent developments include growth of day care, flexible work schedules, expanded benefits packages, and a larger role for men in family life. These trends are examined with a conceptual framework that identifies sex role crossover and family-community partnership as structural advancements in policy for handling greater complexity in the interchanges between family, economy, and the state.

Ms. Giele

5.46

Child Health Policy

Infants, children, and adolescents--as well as women with fertility-related needs--pose unique problems for the health care system. This course examines current systems of providing and financing care for these populations. The major foci will be the development and implementation of policies and the present operation of programs at the federal, state, and local levels. The history of child health care and the approaches of other countries to child health problems will also be studied.

5.47

Mental Retardation and Developmental
Disabilities

Criminal Justice

Social Policy and the Family

This course treats the family as a key element in social policy formulation and analysis. It reviews changes in modern family structure, the range of policy options available, and actual experience in the U.S. and other countries in developing family-related programs and policy. Analysis focuses on two generic categories: services to vulnerable family members (children, the aged, and the disabled); and social programs to support basic family functions such as health, economic independence, and housing.

Ms. Giele

5.52

Introduction to Mental Retardation:

Mental Retardation and Other Developmental Disabilities

As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course traces the interrelationship of these changes from social policy and research perspectives.

Mr. Dybwad

Ms. Krauss

5.53

Comprehensive State Planning for the Handicapped

An introduction to the evolving concept of a human services system in state government, with particular reference to new approaches aiming at comprehensive state-wide planning for services to handicapped citizens.

Mr. Dybwad

Ms. Krauss

5.60

Deviance and Social Control through the Courts

The course will examine deviance first as defined by psychological and sociological theory, and then as defined by law. The role of the court and its effectiveness as an agent for the social control of deviant behavior will be the main focus of the course.

Mr. Kramer

SW 5.61

Issues in Criminal Justice: Policy and Management

The course examines social factors and political forces which influence public decision-making relating to selected criminal justice issues; and examines key management problems in police courts, and corrections. Topics covered include theories of justice in America and emerging ideas in the judicial system, effect of the legislative and public policy processes on the justice system, sentencing, prisons, and overcrowding in the jails, and management issues such as operation and resource management in the justice system.

Mr. Corrigan

Mental Health

Alcoholism

5.70

Mental Health Services Management

This course reviews the basic elements of mental health service organization and delivery as well as key mental health management issues, with the goal of enabling students to apply their knowledge of principles of community mental health to the development of managerial skills. In addition to exploring the impact of Federal, state and local policies on mental health program development, financing and administration, the course deals with such critical problem areas as deinstitutionalization, inequality in resource allocation, and stigma as they affect the quality and distribution of services. Particular attention is paid to the specific application of organizational theory and management techniques to programs for the mentally disabled.

Dr. Christmas

5.72

Economics and Mental Health

This course applies economic analysis to policy problems in the mental health area. Areas addressed include: cost-benefit and cost-effectiveness analysis

of mental health services, regulation of professionals' clinical practice, financing acute and chronic care. Students should be familiar with basic concepts of microeconomics and statistics.

Mr. McGuire

5.74

Ethnicity and Mental Health

This course begins with a review of the background of collaboration between psychiatry and cultural anthropology in the period 1920-1940. Attention then centers on the more recent interests in the context of community mental health with the delivery of culturally-appropriate services to ethnic and minority groups. Both the ethnographic and the mental health literature for a number of different ethnic groups is intensively reviewed with the help of resource people from agencies dealing with these ethnic groups.

Dr. Spiegel

5.85

Application of Social Theory to Alcohol Use

The seminar is organized around a review of social science explanations of alcohol use and their relationships to existing social policies in alcohol. The seminar is tailored to meet the needs of participating students.

Mr. Kurtz

5.86

Seminar in Policy Analysis and Alcohol Use

The seminar provides students with an opportunity to examine a policy related to alcohol use. Participants are expected to identify a current policy issue in alcoholism, review available materials on their own and develop a policy statement or alternative statements related to the issue. The policy statement must include a summary of information needed in order to proceed with the development of the policy.

Mr. Kurtz

Statistics and Research Methods

4.01 4.02

Research Methods and Statistics

This course introduces students to basic concepts of research design and statistical techniques. In addition, students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that, upon completion of the two-semester course, students will be knowledgeable about research design and be able to apply statistical techniques (including simple correlation and analysis of variance), and they will be able to interact with the computer on-line using the terminals provided at the Heller School. Work on the computer will be integrated with classroom lectures. Each student will be provided with data, and staff members are available to provide necessary technical assistance. Mr. Kurtz

4.01A

Computer Laboratory

The computer laboratory provides instruction and experience in using interactive computer terminals and in using a packaged statistical program (SPSS). Computer assignments parallel the topics covered in SW 4.01. Instruction is also given in coding and preparing data for statistical analysis. Ms. Kinard

4.01B

Statistics Laboratory

A statistics lab will be offered weekly. Students will have the opportunity to review material covered in the lectured, to raise questions, and to do additional practice exercises. Review sessions will also be available to assist in preparing for exams. The content of the Statistics Lab will closely parallel the course lectures. Staff

4.03

Qualitative Research Methods

This course offers an overview of qualitative field research methods, when, why and how they are used. Students will learn how to select an appropriate methodology, design a field study, and collect and analyze qualitative data. Ethical and practical issues in gaining access to field sites, protecting subjects and reporting results will be examined through case examples, lecture and discussion.

4.04

Regression and Analysis of Variance.

This course deals with simple correlation, partial and multiple correlation, and analysis of variance; from theoretical and applied perspectives. Knowledge of elementary statistics and SPSS is required. Prerequisite: 4.01 and 4.02 or equivalents. Mr. K. Jones.

4.06

Factor Analysis and Multivariate Designs

The course introduces the student to and provides experience with multivariate methods. Involves the completion and report of a multivariate analysis using computer techniques, which is worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topics. Mr. K.Jones

4.08

Evaluation Research

The role of evaluative research in programs of directed social change will be considered from a number of viewpoints: the philosophical orientation of scientific investigations, the goals and models of social science research, the design of outcome and process-oriented studies, the appropriate methodological strategies, and the institutional contexts in which social programs are embedded. Mr. Hahn

4.41

Dissertation Seminar

This is an individual seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisors, have selected a dissertation topic. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members. Enrollment by permission of the instructor only. (Not for credit course). Staff

4.43

Social Forecasting Methodology

This course introduces the student to methods of analysis for time series data. Topics include logged regression, smoothing functions, ARIMA models, and spectral analysis. Course S.W. 4.04 and a knowledge of computer procedures are assumed. Mr. K. Jones

4.60

Laboratory in Interactive Computer Analysis

This course introduces the student to advanced data processing techniques and computer programming. The student will learn to write his or her own programs in either FORTRAN or BASIC.

FACULTY
AND
SENIOR RESEARCH STAFF

Stuart H. Altman, dean of the Heller School has held posts in the federal Department of Health, Education and Welfare and the Cost of Living Council. His research interests focus on Federal health policy and cost containment. He is currently an adviser to the Health Care Financing Administration and the Robert Wood Johnson Foundation and is chairman of the Prospective Payment Assessment Commission for the U.S. Congress.

Dennis Beatrice is Associate Director and Senior Research Associate of the Health Policy Center. His responsibilities include coordinating policy and research activities of the Center, planning new areas of Center investigation and managing and performing research in health policy. He served in the Medicaid Division of the Massachusetts Department of Public Welfare for six years, including two years as Director of Medicaid.

Ralph E. Berry, Jr. an economist, is an adjunct professor and a senior research associate in the Health Policy Center. He is director of the program in Health Policy, Planning, and Administration. He specializes in health economics, including hospital costs, the effects of health care regulation, and the cost of disease.

Christine E. Bishop is an economist specializing in health economics, with particular emphasis on production and demand for long-term care services by the elderly, nursing home costs, and factors affecting the elderly's choice of living arrangement.

Gerald W. Bush is a former senior vice president of the Gulf Oil Corporation responsible for the company's world-wide programs in Human Resources. He is a senior research associate and lecturer whose major research interest is in decision making and the quality of working life. He is editor-in-chief of a journal Compensation and Benefits Management and consults with a variety of public and private entities.

Erik Payne Butler is director of the Center for Human Resources. A specialist in education, youth employment, and public management, he has developed curricula and programs for adolescent and adult learners, and managed various local programs in both employment and education fields. Formerly executive director of Vice President Mondale's Task Force on Youth Employment, he also serves as a trustee of the National Child Labor Committee, and served as a visiting scientist at the Battelle Memorial Institute's Human Affairs Research Centers.

June Jackson Christmas, MD is a leader in the area of health and mental health. She received her medical degree from Boston University and has served in the Department of Psychiatry at Harlem Hospital, as director of the Harlem Rehabilitation Center, and as a member of the faculty of Columbia University College of Physicians and Surgeons. She specializes in community-based psychiatric care and mental health staffing.

Mark D. Corrigan is the director of the National Institute for Sentencing Alternatives. He has extensive background in corrections management and criminal justice policy development. For two years prior to his appointment at Brandeis, he served as first deputy commissioner of the New York City Department of Corrections. He has also worked as executive deputy commissioner of the New York State Department of Correctional Services and as special assistant to the Mayor of New York. His areas of specialization include sentencing reform, prison and jail crowding, and criminal justice resource management.

William Crown is an economist who specializes in the economics of aging, economic growth, and transportation economics. From 1978 to 1982, he was a researcher on the Multiregional Planning Project (MPP) at MIT---serving as director the MPP in 1980. Recent papers include "Some Thoughts on Reformulating the Dependency Ratio". Under a grant from the Urban Mass Transportation Administration, he is currently examining the characteristics of older persons' demands for transportation and the subsequent implications for transportation policy formation.

Susan P. Curnan concentrates on youth resource development programs and policy analysis related to employment and education. She serves as a special consultant to several private foundations with special interests in youth development. Before coming to Brandeis she spent several years as director of a non-profit corporation and manager of a private land-holding corporation.

Henry S.G. Cutter, a research social psychologist at the Veterans Administration Medical Center, Brockton, Mass., specializes in the field of alcoholism. He has researched motivation for drinking, the role of drugs in treatment, and the rate of relapse after treatment. He has considerable experience in evaluating treatment for married alcoholics and in group treatment programs.

Larry M. Diamond is a sociologist whose major interest is in alternative health and social service delivery systems. He has investigated community-based organizations used to avoid or postpone institutionalization of the mentally ill and disabled as well as the rehabilitation of urban communities through direct-action organizations. He also is a principal of a Heller project testing the efficacy of prepaid health and social services for the elderly.

Gunnar Dybwad, who specializes in mental retardation and other developmental disabilities, has a particular interest in children's rights and the judiciary's protective role. He has headed the Child Study Assoc. of America and the Nat'l. Assoc. of Retarded Citizens and served as consultant to many state and federal agencies, including the Office of the President in the Kennedy Administration, the U.S. Public Health Service and the U.S. Office of Education.

Rosemary F. Dybwad is primarily concerned with the international aspects of mental retardation and other developmental disabilities. She was co-director, with Gunnar Dybwad, of the Mental Retardation Project of the International Union for Child Welfare and is the author of numerous articles and editor of the "International Directory of Mental Retardation Resources."

Barry L. Friedman's principal research interest is income maintenance policy in the United States and abroad. He has investigated the relationship between large public and private organizations and is now at work on a project studying labor and development issues in China.

Janet Zollinger Giele has conducted extensive research on women's changing roles here and abroad, on women in the middle years, and the family's role in caring for the elderly and the handicapped. She is a member of the editorial board of "Women's Studies" and has served as principal consultant to the Ford Foundation Task Force on Women. She is author and editor of three books on women.

David Gil teaches social theory, political philosophy, social policy, and political action. Among his books are The Challenge of Social Equality, Violence Against Children, and Unravelling Social Policy. He has served on the editorial boards of numerous publications and is currently developing a Heller program for Social Change Toward Social & Economic Justice and is actively involved in social movements pursuing these goals.

Jay N. Greenberg heads the Social Health Maintenance Organization demonstration project. His professional activities have focused on the needs of the elderly and the problems confronted by state and federal government in developing effective forms of delivery for health and community-based support services. He has served as a consultant to numerous federal, state and local governments including the National Governor's Association, HCFA's Long-Term Care Demonstration Projects and the Minnesota Department of Public Welfare's Medicaid Cost Containment Study.

Leonard Gruenberg specializes in the area of long-term care. He has developed certificate of need guidelines for long-term care institutions for Massachusetts and coordinated a large-scale evaluation of domiciliary care for the state of Pennsylvania. Currently he is developing statistics for the Social Health Maintenance Organization project.

Arnold Gurin's primary interest is in the administration of social services. His recent research includes a study of the organization of the Department of Social Services in Massachusetts. He recently directed a training program in the economics of mental health and is the author and co-author of several books in his field, including "Management of Human Services" and "Community Organization and Social Planning."

Andrew B. Hahn, assistant dean at Heller has conducted policy analyses for the Department of Labor, other government agencies, and major foundations within the area of youth employment. His recent studies include an overview of the CETA system, a mandatory work experience program for welfare fathers, and a study of the effects of changes in welfare rules for New England's poor. He is an adviser to numerous funding agencies and is on a Task Force on Training for AFDC recipients in Massachusetts.

Leonard J. Hausman's special interest is in the public and private sector social safety nets. His interest in the social protection system has lead to research in social and employment issues in the Middle East and China. He also is developing programs to train managers in the administration of employee benefits. He chairs the Heller School's Center for Social Policy in the Middle East.

Kenneth J. Jones specializes in the application of statistical and computer methodologies to social research questions. His substantive areas of research have been in the fields of education, mental retardation, and economic modeling.

Wyatt C. Jones, a sociologist and social psychologist, studies the impact of large-scale interventions on individuals, groups and society, with emphasis in the areas of mental illness, alcoholism, utilization of health services and de-institutionalization. His teaching centers on research design and methodology, use of secondary data, information systems and evaluation. He directs a doctoral research training program for the Veterans Administration. He serves on the editorial boards of the Research on Aging, Journal of Social Science Research, and Evaluation Review (associate editor), and has co-authored a textbook, Social Problems: A Social Policy Perspective.

E. Milling Kinard is a sociologist whose major interest is in the mental health field. Two areas of her recent research have concerned emotional development in abused children and patients discharged from state mental hospitals. She teaches a computer laboratory introducing students to computer programming. Her current research involves a longitudinal study of children at risk for mental health problems.

Albert L. Kramer, a district court judge in Massachusetts, specializes in the politics and administration of government. He was chief policy advisor to former Massachusetts Governor Francis W. Sargent with responsibility for researching, drafting and writing major state policy papers and speeches. He was founder and director of the Massachusetts Law Reform Institute and executive director of the Voluntary Defenders Committee, Inc.

Marty Krauss conducts applied research on the development and outcomes of social policies affecting persons with mental retardation. Her current projects focus on the impact of having a developmentally disabled family member and on the service needs of elderly, mentally-retarded persons. She co-directs the Social Sciences Research Department at the Eunice Kennedy Shriver Center and is the associate director of a doctoral training program in mental retardation research at Heller.

Norman R. Kurtz is associate dean of the Heller School, with research interests in the relationship between occupational alcoholism and welfare. He is a special consultant to the director of the National Center for Health Services Research. He is developing a new research program dealing with drunken driving.

Robert Lerman specializes in income maintenance and employment policies. In work for the Joint Economic Committee of the U.S. Congress and for the Department of Labor, he has participated in efforts to reshape welfare and youth employment programs. He directs research for the Center for Human Resources.

Joanna Lion specializes in health policy research, especially ethnic group differences and ambulatory care policy. She is a consultant to the National Center for Health Services Research, Health and Human Services.

Fred McKinney is involved in health manpower issues. He currently is studying potential manpower shortages in health services over the next decade and is involved in advisory activities for foundations. In addition to these activities, Dr. McKinney is conducting research in occupational mobility in minority communities.

Robert Morris' research interests include policy and program development in social services, health care and aging. In recent years, he has served in consulting and advisory capacities to the National Institute of Mental Health, the Veterans Administration, and the former department of Health, Education and Welfare. He is the author of numerous articles and many books, the most recent being Social Policies of the American Welfare State, and was editor-in-chief of the 16th edition of the Encyclopedia of Social Work and Welfare.

Jeffrey M. Prottas currently directs a multi-year study of the United States organ procurement system. Dr. Prottas is a recognized expert in the organization of organ procurement agencies and has been asked to testify before Congressional committees and to address conferences both here and in Europe.

Gregory Saltzman teaches courses in personnel management, labor institutions, and employee benefits. His current research interests include unionism, collective bargaining, and labor law.

James H. Schulz specializes in income maintenance, pension policy, and the economics of aging. He is a nationally known consultant on pensions and retirement policies, and has testified before Congress, the President's Commission on Pension Policy, and the National Commission on Social Security. He has lectured throughout the United States, Iran, and the Far East.

John P. Spiegel is a specialist in ethnicity and mental health. His courses in social psychiatry emphasize policies and service delivery. A recent past-president of the American Psychiatric Association, he currently is president of the American Academy of Psychoanalysis and the Mental Health Film Board.

Bruce Spitz is director of the Pew Associates Program at the Center for Health Policy Analysis and Research. He is responsible for providing assistance to corporate leaders in selected communities in the country to design and implement alternative strategies for cost containment. Over the past decade, Mr. Spitz has had extensive background in implementing reforms in public financing that effect institutional and direct providers of health care.

Stanley S. Wallack, directs Heller's Center for Health Policy Analysis and Research. He was formerly deputy assistant director of the Congressional Budget Office for Health, Income Assistance, and Veterans Affairs and worked with Senate and House legislative staffs on a variety of issues, including welfare reform, Social Security financing, health delivery services and cost containment.

Irving Zola is primarily interested in the sociology of health and illness. He has had extensive experience in clinical settings and has created a resource center devoted to people with chronic disabilities. He is a frequent contributor to journals and editor of several, including Social Science and Medicine and Sociology of Health and Illness, as well as such books as Organizational Issues in the Delivery of Health Services.

BOARD OF OVERSEERS

The Board of Overseers of the Heller School is appointed by the president of the University. The Board is a small working group that meets regularly to review the programs of the School and its needs. Members serve in an advisory capacity, helping to guide the School in the development of its programs, curricula, and faculty selection.

CHARLES AARON
Attorney
Counsel to Aaron, Schimberg, Hess, Rusnak
Deutch, Gilbert
Chicago, Illinois

ANDREW BILLINGSLEY '64
Heller School Alumnus

JACK BIGEL
President
Program Planners, Inc.
New York, New York

HARRY P. CAIN, II '71
Executive
Washington Representative
Blue Cross/Blue Shield Association
Washington, D.C.

HAROLD W. DEMONE, JR. '66
Dean Graduate School of Social Work
Rutgers - The State University
New Brunswick, New Jersey

STANLEY FELDBERG
Chairman
Executive Committee
Zayre Corporation
Framingham, Massachusetts

NEWELL FLATHER
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